

# **MBI Team Time Workbook**

**Winter—Session IV  
2017-18**



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**Effective Classroom Practices**  
**Classroom Expectations and Rules**  
**Mini-Modules Fact Sheet**

A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks.

-Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement.

-Clearly stating expectation and consistently supporting them lends credibility to a teacher's authority.

-Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards.

To enhance the effectiveness of classroom rules, 5 guidelines need to be considered.

Guideline:	This means:	Example:	Non-Example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measureable	I can count it	Bring materials.	Be ready to learn.
Positively stated	I tell the students what <b>to</b> do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level I teach.	Hands and feet to self.	Rule for K-1 Maintain personal space. *Children of this age do not have a concept of "personal space."
Always applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.  *This would not be applicable when students are working on certain types of group projects.

Other considerations:

- Students can play a role in formulating classroom rules.
- Display rules prominently so they are easily seen and referred to by teacher and students.
- The teacher models and reinforces classroom rules consistently.
- Classroom rules should be easily monitored.

MU Center for PBS & MO SWPBS Classroom Practices Mini Modules: Expectations and Rules Fact Sheet

**Effective Classroom Practice**  
**Classroom Procedures & Routines**  
**Mini-Module Fact Sheet**

- Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).
- Clear procedures, taught and consistently enforced, are the most critical tool to create a functional and productive learning environment (Good & Brophy).
- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

When developing procedures, keep "Why, what, when, where, who, and how" in mind:

WHY is this procedure needed?

WHAT is the procedure?

WHAT are the steps for successful completion of the procedure?

WHEN will the procedure be taught?

WHEN will the procedure be practiced?

WHERE is this procedure needed?

WHO needs to be taught this procedure?

WHO will teach this procedure?

HOW will you recognize procedure compliance?

Procedure & Routine Examples	
Elementary	Secondary
<ul style="list-style-type: none"> <li>•During Lessons</li> <li>–Sit in a learning position.</li> <li>–Raise your hand for a turn to talk if you have a question or if you need help.</li> <li>–Wait for the teacher to come to you.</li> <li>–Finish all of your work.</li> <li>–Read your book if you finish your work early.</li> <li>–Take restroom or water breaks during independent time.</li> </ul>	<ul style="list-style-type: none"> <li>•Class Discussion</li> <li>–Prepare for discussion by reading the required assignment in advance.</li> <li>–Wait until the other person is finished speaking before you talk.</li> <li>–Stay on topic.</li> <li>–Respect other’s opinions and contributions.</li> <li>–Use appropriate expressions of disagreement.</li> </ul>

**Effective Classroom Practice**  
**Strategies to Acknowledge Appropriate Behavior**  
**Mini-Module Fact Sheet**

**Research Indicates Effective Acknowledgment:**

1. Can increase...
  - On-task behavior
  - Correct responses, work productivity and accuracy
  - Attention and compliance
  - Cooperative play
2. Foster intrinsic motivation to learn that comes from mastering tasks.
3. Have vicarious effect with benefits that may be long lasting.

**Classroom Continuum of Acknowledgement Strategies Include:**

1. Free and Frequent Acknowledgement
  - Use everyday in the classroom
2. Intermittent Acknowledgement
  - Awarded occasionally
3. Strong and Long-Term Acknowledgement
  - Quarterly or year-long types of recognition

Effective Acknowledgement Strategies Are...	
Clear and specific	Provided frequently for new skills
Contingent on desired behavior	Gradually faded as skill develops
Applied immediately	Avoid comparison or competition
Teacher initiated	Meaningful and appropriate for age
Focus on improvement and effort	Include hierarchy of alternatives

(Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009)

**Effective Classroom Practice**  
**Response Strategies & Error Correction**  
**Mini-Module Fact Sheet**

- Clearly stating expectations and consistently enforcing them **lends credibility to a teacher’s authority** (Good & Brophy, 2000).
- Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995).
- Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003).
- “The single most commonly used, but *least effective*, method for addressing undesirable behavior is to verbally scold and berate a student” (Albetro & Troutman, 2006).

Classroom Continuum of Response	
1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful	
	Words/Actions an Adult Can Use.
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Re-teach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

## Effective Classroom Practice

### Active Supervision

#### Mini-Module Fact Sheet

There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008).

#### ***Active Supervision...***

- Has a positive impact on student behavior in a variety of settings—including classroom
- May reduce incidents of minor problem behavior
- May lead to increases in student engagement

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002).

#### 1. Moving Effectively

- Constant
  - Make presence known and obvious
  - Proximity to all students
  - More frequent proximity to noncompliant students
- Randomized
- Targets Problem Areas

#### 2. Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

#### 3. Interacting Frequently

- Positive contacts
  - Friendly, helpful, open demeanor
  - Proactive, non-contingent
  - High rate of delivery
- Positive reinforcement
  - Immediate and contingent on behavior
  - Delivered at high rates and consistently
- Corrective response
  - Non-argumentative, non-critical
  - Specific to behavior
  - Systematic = correct, model, practice, reinforce
- Deliver consequence
  - Neutral, businesslike demeanor/Fair, non-arbitrary

**Effective Classroom Practice**  
**Multiple Opportunities to Respond**  
**Mini-Module Fact Sheet**

**Definition:** An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke & McKale 2006).

**Why Provide Multiple Opportunities for Students to Respond?**

- Increases student engagement with instruction
- Allows for high rates of positive, specific feedback
- Limits student time for engaging in inappropriate behavior
- Is an efficient use of instructional time
- Associated with improved reading and math performance

(Heward, 1994; Carnine, 1976; Skinner, Smith & McLean, 1994; Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

**Guidelines:**

- When introducing new material, the goal is 4-6 responses per minute with 80% accuracy
  - When presenting practice work, the goal is 9-12 responses per minute with 90% accuracy
- (CEC, 1987; Gunter, Hummel & Venn, 1998)

**Strategies for Increasing Student Opportunity for Response:**

- A. Track students being called on
  - a. Use a seating chart
  - b. Draw students' names from a jar
- B. Guided Notes
  - c. Teacher-prepared handouts that outline or map lectures
  - d. As the lecture progresses, the learner then fills in the spaces with content
- C. Response Cards
  - e. Preprinted cards: Yes/No, True/False, Agree/Disagree
  - f. Preprinted cards with multiple answers: letters, numbers, parts of speech, etc.
  - g. Write-On cards: 9X12 response cards and dry-erase markers
  - h. Back side of recycled paper
- D. Computer-Assisted Instruction
- E. Class-wide Peer Tutoring
- F. Direct Instruction

## **Team Time AM**

### **TEAM TIME 1**

Discuss with your team the progress your building is making at implementing the following in your classrooms. Add to your action plan items that may need support.

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior

### **TEAM TIME 2**

#### **ACTIVE SUPERVISION**

- ☐ Think about what has been discussed in terms of moving, scanning and interacting.
- ☐ Consider and record your current practices during whole-group instruction, small-group instruction, independent work times and transition times.
- ☐ How could the use of movement, scanning and frequent interaction be enhanced in your classroom?
- ☐ Discuss what needs to be added to your actions plan for Active Supervision.

### **TEAM TIME 3**

#### **OPPORTUNITIES TO RESPOND**

- ☐ With your school team, consider how your school does (or could) provide information, modeling and feedback about use of OTR to increase student academic engagement.
- ☐ With your school team, consider how your school either already does or could do observations to record opportunities to respond. If your school does not currently have a system, what system of observations could be put into place?
- ☐ Prepare to share with the large group.

(print this page for each table)

**Effective Classroom Practice**  
**Activity Sequencing and Offering Choice**  
**Mini-Module Fact Sheet**

**According to research, use of these strategies is associated with:**

- Increases in student engagement with learning and task performance
- Decreases in disruptive behavior
- High rates of positive, specific feedback
- Improved student perception of and preference for assignments students consider difficult
- More positive student–teacher relationships

**1. Activity Sequencing** (Kern & Clemens, 2007)

- Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.
- For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior. Varying the sequence of tasks may not be necessary for average students, ***but can be very important for students who are at-risk for learning or behavior concerns*** (Darch & Kame'enui, 2004).

Task Interspersal =

Intermingle easy/brief problems among longer or more difficult tasks

Behavioral Momentum =

Deliver 3 to 4 simple requests prior to a difficult assignment

**2. Offering Choice** (Kern & State, 2009)

- Teachers can allow choice for...

The *type* of activity or task to be completed

The *order* in which tasks will be completed

The *kinds of materials* students will use to complete an assignment

*Who* students will work with

*Place* students will work and

*Use of time* before, during or after an activity or assignment

- Steps for using choice in the classroom (Kern & State, 2009, p. 5)
  1. Create a menu of choices you would be willing to provide to students.
  2. Look through your choice menu before planning each lesson.
  3. Decide what types of choice are appropriate and where they fit best in the lesson.
  4. Provide choices as planned while teaching the lesson.
  5. Solicit student feedback and input.
- Remember ... Every lesson does not have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.

## **Effective Classroom Practice**

### **Offering Choice Example**

#### **Before the Lesson**

Based on prior observations and interactions with his students, Mr. Franklin knew that they enjoyed hands-on experiments, and activities that relate to their everyday lives. He also knew of students who loved using technology rather than paper and pencil tasks.

Mr. Franklin considered his resources (available computers, physical space, staff and time) and developed his lesson accordingly. At the onset of a lesson on recycling, Mr. Franklin presented students with a choice of two different activities: a) develop a recycling survey or b) plan a recycling program. He had students vote on what activity they wanted to pursue that day. Students then divided into two groups according to their preference.

#### **During the Lesson**

Mr. Franklin made the content relevant to students by giving them the option of writing a recycling plan for their classroom or neighborhood, developing their own questions for the survey or browsing the Internet to search for other surveys available to use as an example. He further allowed students to select whether they would work in groups, pairs, or individually. After the students decided on the activity and their working formation, Mr. Franklin encouraged them to choose the manner of completion and materials they would use. For example, students could handwrite the survey/recycling plan on recycled paper or type it on the computer.

#### **At the End of the Lesson**

Later, students were asked to select one take-home project from a list of choices to be completed by the end of the unit: create and monitor a compost pile, develop a resource notebook of local recycling units or write a persuasive speech to promote recycling programs in the school or community. Finally, Mr. Franklin asked students to anonymously write on a piece of paper what parts of the lesson they enjoyed most and why. He wanted to use student feedback for future lesson planning.

*MO SWPBS & MU Center for PBS. Effective Classroom Practice Mini-Module: Activity Sequencing & Offering Choice. Handout Three. Offering Choice Example. 12.21.09. Adapted from Kern, L. and State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. Beyond Behavior, 18(2), 3-11.*

## USING SEQUENCE IN YOUR CLASSROOM

List several of the activities students complete in your classroom....

Identify ways you could use sequencing in each activity...

- *Intermingle easy/brief problems among more difficult tasks*
- *Provide simple requests prior to more difficult tasks*

1.	
2.	
3.	
4.	

## CREATE A MENU OF CHOICE OPTIONS

Type of tasks:	
Order of tasks:	
Kinds of materials:	
Whom to work with:	
Place to work:	
Choice of how to use time:	

**Effective Classroom Practice**  
**Academic Success and Task Difficulty**  
**Mini-Module Fact Sheet**

**1. Will the student be able to complete the entire assignment in the allotted amount of time if the work is broken into parts?**

If yes, use one of the “Change the Amount of Work” strategies.

- Put fewer problems on a worksheet.
- Highlight, in a color, the problems for the student to complete.
- Have the student cover all tasks except the one he/she is working on at the time.
- Break up the assignments into chunks.

**2. Will the student require more time to complete the entire assignment?**

If yes, use one of the “Change the Amount of Time” strategies.

- Have shorter work periods with other assignments in between.
- Provide physical breaks between difficult tasks.
- Provide alternative times for students to complete their work.

**3. Can the student respond orally to the assignment, but cannot correctly respond to the assignment or assessment due to difficulties with written language?**

If yes, use one of the “Change Student Output” strategies.

- Provide student choice between oral and written answers.
- Allow students to dictate answers to teacher, paraprofessional or peer.
- Allow student to tape record answers to tests or assignments.
- Allow students to use video or take pictures to produce journals or compose essays.

**4. Will the student be able to complete the assignment if the level of demand of reading is reduced?**

If yes, use one of the “Reduce Demand of the Task” Strategies.

- Include illustrations on worksheets describing how to complete tasks.
- Highlight and underline important words in instructions and texts.
- Create Guided Notes that highlight key points.
- Permit students to use outlining software to facilitate planning.

**5. Will the student be able to complete tasks such as rapid solutions to math facts, reading sight words, fluent reading, learning vocabulary, definitions, content facts, and completing study guides if they have increased practice time?**

If yes, use one of the “Peer Support” strategies.

- The academic tasks required should be well-structured and the responses required should be simple rather than complex.
- Different students should be involved with the tutoring so the student with problems is not always the one

being tutored.

- Establish and teach procedures for peer tutoring sessions.

**6. Will the student be able to complete tasks that are more complex if they have increased guided practice?**

If yes, use “Scaffold Instruction.”

- The teacher models how to perform a new or difficult task.
- Second, the teacher and students work together to perform the task.
- Third, students work with a partner or a small cooperative group to complete the task.
- Fourth, the student independently completes the task.

MO SW-PBS & MU Center for PBIS. *Effective Classroom Practice Mini-Module: Academic Success & Task Difficulty Fact Sheet.*  
2.25.10

**ADDRESSING TASK DIFFICULTY IN YOUR CLASSROOM**

List several of the activities students complete in your classroom....	Identify ways you could address task difficulty in your classroom:  Change Amount of Work; Change Amount of Time  Change Student Output; Reduce Reading/Writing Demand  Peer Support: Scaffolding
1.	
2.	
3.	
4.	

## MBI Classroom Self-Assessment

Adapted from Tim Lewis Tier 2 Classroom Self-Assessment 052611

**Purpose of Self-Assessment:** This self-assessment will give teachers the opportunity to determine the extent to which effective classroom management practices are in place and develop a personal action plan for enhancement/maintenance, as well as determine school-wide goals for the staff to work on as a whole.

1. Have teachers complete the first two pages of the MBI Classroom Self-Assessment.
2. Calculate a Summary Score by counting the number of checked boxes and recording that number on the bottom of page 2.
3. On page 3, have teachers list up to three Classroom Effective Practices to enhance or maintain in their classrooms and write Action Steps necessary to accomplish the task.
4. Circulate the Summary for Improvement among teachers. Have teachers anonymously enter their Summary Score and the Classroom Effective Practices they have identified for improvement. (Additional rows may need to be added to accommodate all staff.)
5. The MBI Team uses the Summary for Improvement to select up to three Classroom Effective Practices for the entire school to focus on for improvement.

The Classroom Self-Assessment should be completed at the end of staff training on the Classroom Effective Practices. Each year have staff complete in the fall or spring for purposes of personal evaluation and planning with an intentional focus and boosters for entire staff as part of professional development.

### MBI Classroom Self-Assessment Checklist

**Tier One - Classroom:** All Staff Consistently Implement Classroom Effective Practices to Provide a Predictable and Safe Learning Environment for All Students.

Classroom Effective Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations and Rules	<input type="checkbox"/> I have created and posted <b>school-wide expectations and classroom rules</b> aligned with school-wide expectations. <input type="checkbox"/> The classroom rules meet the following criteria: Observable, Measurable, Positively Stated, Understandable and Always Applicable. <input type="checkbox"/> I have developed lessons and a teaching schedule for the school-wide expectations and classroom rules. <input type="checkbox"/> Most of my students can state the school-wide expectations and classroom rules. <input type="checkbox"/> I regularly refer to rules when interacting with students (positive and negative).
2. Classroom Procedures and Routines	<input type="checkbox"/> I have identified and developed essential <b>classroom procedures</b> . <input type="checkbox"/> I have created and prominently posted procedures in student friendly language to provide a visual cue. <input type="checkbox"/> I have taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students follow established classroom procedures and routines. <input type="checkbox"/> I receive feedback on my use of <b>classroom procedures and routines</b> .
3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback	<input type="checkbox"/> I have a system for providing and tracking <b>positive feedback</b> in my classroom. <input type="checkbox"/> I use a variety of strategies to give positive specific performance feedback, including free and frequent, intermittent, and strong, long-term positive acknowledgements. <input type="checkbox"/> I provide positive specific performance feedback at a ratio of (at least) 4:1. <input type="checkbox"/> Students can verbalize how they receive <b>acknowledgement for appropriate behavior</b> .
4. Response Strategies and Error Correction	<input type="checkbox"/> I have a system of <b>corrective response strategies</b> in my classroom. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety of classroom response strategies (prompt, redirect, reteach, provide choice and conference with students). <input type="checkbox"/> I receive feedback on my use of <b>corrective responses strategies</b> .
5. Active Supervision	<input type="checkbox"/> I have designed the classroom to allow for ease of movement and enhance <b>Active Supervision</b> . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level. <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving around the room consistently using language from the MBI expectations matrix during interactions with students.

	<input type="checkbox"/> I receive feedback on my use of <b>active supervision techniques</b> .
6. Multiple Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student <b>Opportunities to Respond</b> (i.e., think-pair-share, turn and talk, guided notes, response cards). <input type="checkbox"/> I use a strategy to track the frequency of students' responses. <input type="checkbox"/> I use wait time to increase student opportunity for metacognition before responding. <input type="checkbox"/> I plan instructional questions and response methods prior to the lesson to offer high rates of response opportunities during the lesson. <input type="checkbox"/> I receive feedback on my rate and use of variety of <b>response strategies</b> .
7. Activity Sequence and Offering Choice	<input type="checkbox"/> I <b>Sequence Tasks</b> by intermingling easy/brief tasks with longer or more difficult tasks (task interspersal) and delivering 3 to 4 simple requests prior to a difficult assignment (behavioral momentum). <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students <b>Choice</b> (order, materials, partner, location, type of task) for work completion. <input type="checkbox"/> I develop and use a menu of options to promote student choice (i.e., work stations, demonstration of knowledge). <input type="checkbox"/> I receive feedback on my use of <b>activity sequencing strategies and offering choice</b> in my classroom.
8. Academic Success and Task Difficulty	<input type="checkbox"/> Independent work consists of 70-85% known elements (instructional level) and Reading tasks consist of 93-97% (independent). <input type="checkbox"/> I use a variety of strategies to modify daily tasks to <b>Scaffold the Student to Success</b> , including change amount of work, time, student output, reduce reading/writing demand, peer support and scaffolding. <input type="checkbox"/> I select the strategy that best addresses a student's specific challenge. <input type="checkbox"/> I provide positive specific performance feedback at a ratio of (at least) 4:1. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities. <input type="checkbox"/> I receive feedback on my use of strategies to <b>address task difficulty</b> in my classroom.

Summary Score: \_\_\_\_/39

## MBI Classroom Action Plan

Adapted from Sugai, Colvin, Horner, Lewis-Palmer PBIS.org

(1) Teachers use this form to indicate classroom action steps to address up to three Effective Practices for enhancement/maintenance in their classrooms. (2) MBI Team uses this form to identify the three Effective Practices for the school staff to work on as determined from the Summary for Improvement.

Effective Classroom Practice	Action Steps	Due Dates
# _____	a.	
	b.	
	c.	
	d.	
	e.	
# _____	a.	
	b.	
	c.	
	d.	

	e.	
# _____	a.	
	b.	
	c.	
	d.	
	e.	

### Summary for Improvement

Circulate this sheet and ask teachers to (a) indicate their classroom self-assessment score, and (b) list up to three Effective Practices for classroom improvement from their action plan.

Produce a mean score for the school, and have the staff define one or two effective practices for focus that would be of greatest value for the whole school.

Define dates in fall and/or spring when you will repeat this exercise and reassess.

Classroom	Classroom Self-Assessment Score	First Effective Practice	Second Effective Practice	Third Effective Practice
1				
2				
3				
4				
5				
6				
7				

8				
9				
10				
11				
12				
13				
14 MEANS				

## **MBI Classroom Observation Tools**

### **Classroom Walk-Throughs/Brief Observation**

This document is intended to serve several related purposes. Overall the materials are a guide for administrators and educators as they conduct walk-throughs within instructional environments. The more specific purposes are outlined below.

First, it identifies a set of 8 essential classroom instructional practices supported through research that are related to academic and social/behavioral achievement. The 8 should be actively included in district and school professional development so that all personnel understand what they are and how they should be implemented.

They are:

1. Define classroom rules, align them to school-wide expectations, teach the rules, and acknowledge rule following
2. Define classroom outlines, teach routines, and acknowledge routine following
3. Develop continuum of strategies to acknowledge appropriate behavior:
  - a. Establish minimum ratio of 4:1 positive specific feedback (adult attention)
  - b. Provide positive specific feedback consistently to reinforce student's use of academic skills, classroom rules and procedures
4. Develop a continuum of strategies for responding to inappropriate behavior:
  - a. Prompt (identify error)
  - b. Re-teach (expectation/rule/concept)
  - c. Provide choice (where, when, how work is done)
5. Employ active supervision (move, scan, interact)
6. Provide multiple opportunities to respond (OTR)
7. Use activity sequence (Scaffolding)
8. Assure academic success/task difficulty is matched to student ability

The second purpose of the document is to provide a set of sequential observation tools for administrators. These tools are based on the 8 essential classroom practices and may be used as a package or individually. These are the Artifacts/Materials Walk-Through, Brief Observation and In-depth Observation.

The features in the Artifacts and/or Materials Walk-through may be completed during non-instructional or instructional time. The practices are related to documents and artifacts which can be collected and reviewed at any time.

The practices in the Walk-Through/Brief Observation Forms require direct observation during instructional times. They provide the observer with an opportunity to record what is observed during approximately 5 - 10 minutes of direct observation.

The resource guide has tools to:

- Observe specific practice by frequency
- Observe specific practice by time
- Self-assessment tools for self-improvement

See resource guide for samples, activities and walk-through forms.

### Artifacts And/Or Materials Walk-Through

School: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

*Note: Words in **bold** are defined in “Key Term Descriptors”*

#### **RULES PROVIDE CLEAR MEANING OF EXPECTATIONS IN THE CLASSROOM**

	Yes	No	N/A
Align with School-wide <b>Expectations</b> (i.e., Be Safe, Be Respectful, Be Responsible)			
<b>Rules</b> are observable, measurable, and positively stated			
Prominently posted in classroom/instructional space			
5 or fewer for each School-wide <b>Expectations</b>			
Lessons to teach Classroom <b>Rules</b> have been developed (Elementary, 6 <sup>th</sup> and 9 <sup>th</sup> grade orientation/academy)			
Teaching or review schedule of Classroom <b>Rules</b> lessons is developed			

#### **PROCEDURE/ROUTINES TO TEACH AND REINFORCE EXPECTATIONS**

	Yes	No	N/A
Align with <b>Rules</b>			
Prominently posted in appropriate Classroom Area(s)			
Stated in <b>Observable, Measurable, Positively Stated</b> language			
Classroom schedule posted			

Comments:

## WALK-THROUGH OR BRIEF OBSERVATION

### Procedures/Routines to Teach and Reinforce Expectations

School: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

*Note: Words in **bold** are defined in “Key Term Descriptors”*

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Posted classroom schedule is followed					
<b>Procedures/Routines</b> directly observed:					
<ul style="list-style-type: none"> <li>• Entering</li> <li>• Exiting</li> <li>• Lining up</li> <li>• Whole group</li> <li>• Small group</li> <li>• Instructor Used Attention Signal</li> <li>• Transitions</li> </ul>					
Physical space facilitates ease of movement and traffic flow					
Materials organized and accessible					
Students were participating in the assigned task or activity					

Comments:

## WALK-THROUGH OR BRIEF OBSERVATION

### Strategies to Enhance Academic and/or Social/Behavior Instruction

School: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

*Note: Words in **bold** are defined in “Key Term Descriptors”*

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
<b>Pre-correct:</b> Reminder of <b>Classroom Procedure/Routine</b>					
<b>Pre-correct:</b> Reminder of <b>Classroom Rule</b>					
Class begins promptly					
Students <b>Actively Engaged</b> /minimal down time					
Classroom <b>Procedures/Routines/Rules</b> Actively Taught					
<b>Active Supervision</b> (move, scan, interact)					
<b>Positive, Specific Feedback</b>					
Respectful <b>Redirect/Error Correction</b> <ul style="list-style-type: none"> <li>• <b>Prompt</b> (identify error)</li> <li>• <b>Re-teach</b> (skill, rule, routine, procedure)</li> <li>• <b>Reinforce</b> (state when error corrected)</li> </ul>					
<b>Provide Choices</b> (where, when, how work is done)					
Multiple <b>Opportunities to Respond</b> (i.e., group choral response, students volunteer, written)					
<b>Task Difficulty</b> aligns with student(s) ability					
<b>Activity/Task Sequence</b> clearly stated and demonstrated					
<b>Positive Feedback</b> (Adult Attention) Ratio 4:1					
A <b>Continuum of Corrective Feedback</b> is clearly defined and utilized					

Comments

### Classroom Observation By Frequency

School: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Strategy:	Frequency:	Comments:

Other Comments:

### Classroom Observation Example By Frequency

School: Best Montana School Classroom Observed: Mr. Wonderful 7<sup>th</sup> English

Observer: Mr. Principal

Date: 9/21/13

Time In: 10:30

Time Out: 10:50

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Strategy: Positive Feedback Ratio	Frequency:	Comments:
<ul style="list-style-type: none"><li>- Specific Positive Feedback</li><li>- Negative Feedback</li></ul>	<p>        = 10</p> <p>        = 14</p>	Positive: Negative Ratio = 10/24

Other Comments: The recommended Positive Feedback Ratio is a minimum of 4:1. It is suggested that the instructor practice increasing the number of times he uses specific positive feedback and recording it himself.

It is recommended that this observation be repeated at an agreed upon time between the observed and observer.

### Classroom Observation By Time

School: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Circle or underline each minute of the observation period that the Strategy occurred.

Strategy:	Recorded by Minutes Circled or Underlined:	Comments:
	1            11 2            12 3            13 4            14 5            15 6            16 7            17 8            18 9            19 10          20	

Other Comments:

### Classroom Observation Example By Time

School: Best Montana School Classroom Observed: Ms. Wonderful Kindergarten

Observer: Mr. Principal

Date: 9/21/13

Time In: 10:30 Time Out: 10:50

**Instructions:** Conduct a direct 20-minute observation of at least one instructional strategy related to academic and/or behavioral instruction from the Brief Observational list. Complete a Frequency count to record the number of times within the 10 to 20-minute period that the identified strategy is observed.

Circle or underline each minute of the observation period that the Strategy occurred.

Strategy: Students actively engaged – little down time	Recorded by Minutes Circled or Underlined:	Comments:
Amount of time students were engaged	<u>1</u> <u>11</u> <u>2</u> <u>12</u> <u>3</u> 13 <u>4</u> <u>14</u> <u>5</u> <u>15</u> <u>6</u> <u>16</u> 7      17 8      18 9      19 10 <u>20</u>	Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to neighbor, and/or doing something other than assigned task.

Other Comments: Ms. Wonderful was either actively instructing or actively supervising (move, scan, interact) the assigned task during the 12 minutes the students were on task.

## Teacher Self-Assessment Tool

### Research-based Classroom Practices Related to Academic and Social/Behavioral Instruction

Note: Words in **bold** are defined in “Key Term Descriptors”

#### RULES PROVIDE CLEAR MEANING OF EXPECTATIONS IN THE CLASSROOM

	Yes	No	In Progress
My classroom rules align with school-wide <b>expectations</b> (i.e., Be Safe, Be Respectful, Be Responsible)			
My classroom <b>rules</b> are observable, measurable, and positively stated			
My classroom <b>rules</b> are prominently posted in classroom/instructional space			
I have 5 or fewer rules for each school-wide <b>expectation</b>			
Lessons to teach classroom <b>rules</b> have been developed (Elementary, 6 <sup>th</sup> and 9 <sup>th</sup> grade orientation/academy)			
Teaching or review schedule of classroom <b>rules</b> lessons is developed			

Comments:

### Procedure/Routines To Teach And Reinforce Expectations

*Note: Words in **bold** are defined in “Key Term Descriptors”*

	Yes	No	In Progress
My classroom <b>procedures</b> and routines align with <b>rules</b>			
My classroom <b>procedures</b> and routines are prominently posted in appropriate classroom area(s)			
My classroom procedures and routines are stated in <b>observable, measurable, positively stated</b> language			
My classroom schedule is posted			
I follow my posted classroom schedule			
I have procedures and routines for: <ul style="list-style-type: none"> <li>● Entering</li> <li>● Exiting</li> <li>● Lining Up</li> <li>● Whole group</li> <li>● Small group</li> <li>● Instructor used attention signal</li> <li>● Transitions</li> </ul>			
My classroom arrangement of the physical space facilitates ease of movement and traffic flow			
My classroom materials are organized and accessible			
All students participate in the assigned activity or task			

Comments:

## Strategies To Enhance Academic And/Or Social/Behavior Instruction

*Note: Words in **bold** are defined in “Key Term Descriptors”*

	Yes	Target for Improvement
I consistently provide <b>pre-corrections</b> to remind students of classroom <b>rules</b>		
I consistently provide <b>pre-corrections</b> to remind students of classroom procedure/routines		
My class begins promptly		
My students are consistently actively engaged (on task) with minimal down time		
My classroom <b>procedures/routines/rules</b> are actively taught		
I <b>actively supervise</b> my students through movement, scanning and interaction		
I provide my students with <b>positive, specific feedback</b>		
I provide my students with respectful redirect/error correction <ul style="list-style-type: none"> <li>• I <b>prompt</b> (identify error)</li> <li>• I <b>re-teach</b> (skill, rule, routine, procedure)</li> <li>• I <b>reinforce</b> (state when error corrected)</li> </ul>		
I provide my students with <b>choices</b> (where, when, how work is done)		
My lessons include <b>multiple opportunities to respond</b> (i.e., group choral response, students volunteer, written)		
I plan for <b>task difficulty</b> that aligns with student(s) ability		
Each <b>activity/task sequence</b> is clearly stated and demonstrated		
I provide <b>positive feedback</b> at a 4:1 ratio		
I use a clearly defined <b>continuum of strategies for responding to inappropriate behavior</b>		

Comments:

### **Team Time PM**

Discuss how you might support implementation of the following in your building:

Active Sequencing and Offering Choice

Academic Success and Task Difficulty

Administrative classroom Walk-Through

Consider goal for Tier II

Add to action plan